

SPOKE

Conestoga College, Kitchener

JULY 17, 2000

What's Inside

Plaque planned for Sanctuary Memorial to honour students who die while attending college

By Tracy Ford

The recent death of a Conestoga College student has inspired the college's students to establish a plaque at the Sanctuary community centre where the student resided in the college.

The idea started in the new Terry Brennan, a residential engineering (electrical) coordinator, who was badly injured after the car he was in took him onto the road near the Wilfrid Campbell station, in the Windsor City suburb.

The 30-year-old had just got to St.

Catharines, on his way off taking care before coming back to Conestoga. At about 1 a.m. as the group was travelling back to St. Catharines, the accident occurred.

Brennan was taken to Hamilton General Hospital, the first accident report in history.

A nurse at Hamilton General Hospital, St. Mary's high school, had been visiting her student in the college.

Paul Labrecque, president of Conestoga Students Inc., (formerly the Dean Student Association) and Brennan's death inspired the group to establish a plaque commemorating Brennan and other students who

while studying at the college.

"We decided to do this after hearing about Terry's death," he said.

The plaque, which will display the year names and programs of the students, will be displayed at the Sanctuary to remind other students about the ones who died.

The plaque will be financially added to in each year, people Labrecque said. He understands how poor the system of planning a tree was also discussed by the CSE.

In the past the CSE had donated money to a charitable organization of the family's choice but this year the CSE wanted to do something

that would have a lasting effect.

Labrecque said the CSE will donate \$500 to the charitable organization. The plaque will cost \$100 annually.

When a student dies during the school year, the program is initiated, and then the program is initiated, and finally the program is initiated. The student who died was named. A family member was not, but sometimes know the student's name. The family is invited to the ceremony if they are having difficulty dealing with the loss.

If necessary, the committee will make additional arrangements for the student who is taking the loss personally.

Pilot program gives special needs students head start on learning for coming semester

By Jim Brown

Thirty-one students attended the special needs department's annual pre-semester orientation support program (PADO) program at the college's July 4-5.

The program provided an opportunity for students with specific learning disabilities to get a head start on learning for the coming year.

"It is an opportunity to get to know, meet staff and learn about resources," said Bob Gentry, a special needs resources coordinator. "It is an essential transition program."

The program gives the students a chance to get acquainted with the college staff, learn about support services in the Learning Resource Centre, library lab, writing centre, special needs office and the food bank.

Chris said only 10 students attended last year.

"The students get up confidence," he said. "We want to be pro-active in helping students with the year."

Problems were not in St. Catharines at Conestoga. When the college was in the Learning Resource Centre, library lab, writing centre, special needs office and the food bank.

The orientation starts at 10 a.m. with a PADO program was initiated.

"The students have shown positive feedback. We want to build on the success while they are here," said Gentry.



UAC (Information) increased to volunteer. Conestoga College helps PADO. PARSONS (Learner) students work on a project on the LAC computer using computer programs Education and Newsline.

(Photo by Jim Brown)

The program looked off on July 4 at 10 a.m. with a special focus on students of the college who have a diagnosed learning disability and a computer skills learning opportunity program.

It was followed by a tour of the College campus, a study for resource centre and staff members

The afternoon was spent in the computer literacy lab. The program focuses on the computer in every field and in every field. The first is to learn to use software. Gentry said.

The second day, learning started at 10 a.m. with a presentation on the structure of

business/people.

This then was a question and answer period with a group of four students with learning disabilities who were present in the college.

The afternoon on the second day was spent in the LAC learning lab to learn to use software.

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Gentry said the program was a lot of fun and helpful to students.

Students find the program is more than a course. They find it more than a course. They find it more than a course.

"They are a lot of fun and helpful to students," he said.

The program did not end at the afternoon session and it was back to the college and the first day.

Gentry said the first year the college is looking for ways to increase student participation. Gentry said.



Security supervisor Al Hunter comments on crime.

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Focus on change program head towards the future.

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George Clooney stars in The Perfect Storm.

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Conestoga ties for first in KPI survey

Confederation College in Thunder Bay is Conestoga's competition

By Laura Gaskin

A recently released summary report of key performance indicators (KPIs) used to rate colleges performance shows how each province in Ontario's College ranks up against them in the rest of the province.

Conestoga College and Confederation College in Thunder Bay tied for first place overall in the 2000 KPI survey. However, Conestoga failed to place first in any of the four survey areas — graduate employment rate, graduate satisfaction, employer satisfaction and student satisfaction.

KPIs are annual surveys which are completed by the provincial government to rank Ontario's 23 community colleges and consist of 48 national and five college-specific questions regarding programs, faculty services and facilities. The survey is an accountability and self-improvement tool that the government uses to determine which schools should receive additional funding.

The five college-specific ques-

tions related to program quality, determine how the college measures up to provincial standards. Items of Conestoga's programs exceeded the provincial average by as much as 17 percentage points while others fell below the provincial standards by 14 percentage points.

The integration and innovation in program and the early childhood education program ranked highest in student satisfaction in Conestoga, with 46 and 93 per cent respectively, while the provincial average was 71 and 65 per cent. Conestoga's occupational studies program (85) and graphic design program (83) ranked high but the provincial average was low at 61 and 68 per cent.

All of Conestoga's sustained engineering programs exceeded the provincial standard.

Some programs at Conestoga far exceeded others. For the provincial average, more than 80 per cent of technology at 25 per cent, social studies at 10 per cent, and education programs at 61 per cent. In three

programs the provincial average was 47. TI and its subsidiary, Intel, Banford, co-ordinator of education, reports the Conestoga and a KPI co-ordinator, established at Conestoga's control's May 8 meeting that intends to lower some ways to use KPI results to improve the College.

"KPIs and ISO will improve inter-departmental systems, which will improve communication and feedback."

Bob Campbell
co-ordinator of
academic support

four of the items that were the lowest in the meeting were publicizing KPI results and working with faculty to improve programs and schools that need work.

Ranked next lowest, engineering

was the faculty to confer with its down to get a better understanding of what students expect.

"If we better understand each other we can do a better job helping," he said.

He said the college control has seen no questions about students receiving feedback from faculty and themselves.

Most surprised from the college supervisor's meeting at June and an upcoming meeting scheduled for August will be the management and presented to college control in August.

Ranked next to low high began for improvement in the college obtained through studying KPI results.

KPIs and ISO (for International Standards Organization) will improve that departmental systems, which will improve communication and feedback," he said.

He will improve relationships with students by focusing on the college as a whole.

The International Standards Organization is a group that multi-

national for conformity and quality. The college is trying to become ISO 9001 certified sometime within the next year, which will assist in clarifying workplace procedures at the college.

Ways to improve communication between students and faculty which includes such as on the website, it updates, include making. With some in past program information and modernizing faculty computer system.

Ranking the faculty to improve areas that called for improvement are the long programs, something in standard, enhancing quality, ensuring students at a meeting level.

Changes to the survey are currently in the works and Dave Bero, media spokesperson for the Ministry of Training, Colleges and Universities, says that the due to misinterpretations of the report, questions previously in the program a mistake for the mistake made, the survey will be revised this year. KPI survey will be a number one out of the department and will ensure it is a positive system.

Fresh coat



Six faculty enrolled in teaching program to upgrade skills

By James Campbell

Four teachers who want to become better in what they do are to become part of a new class at the Thunder Bay Teaching Conference Program now for you.

The program, which was created by Confederation

College in Thunder Bay, started in 1997 and is now being offered through St. Clair College in Windsor.

According to Kelly Tolson, the program officer, the

program is still needed and it appeals to teachers who don't have a formal education in teaching.

"It's not just that currently there are not faculty members here," Conestoga said. "It means

enrolled from 17 colleges from within Ontario.

The 1999-2001 collective agreement states that the pro-

gram number as employer to progress to the maximum step on the salary grid.

The program consists of six modules including learning strategies, instructional planning, assessment and delivery, professional development and career options and languages.

Each will discuss specific con-

The 1999-2001 collective agreement states that this program entitles an employee to progress to the maximum step on the salary grid.

ceptual

Tolson said the more rapid, more intensive, but at a teaching for lower modules, they would have to take through the first and last modules are compulsory and must be done from 1999 to 2001.

Teachers must also progress to complete the course.

It is a three-week 12 and 16 hours of learning and the maximum progress can take up to 12 hours a week to



Lorena Monroa holds her focus for change graduation certificate. Monroa plans to work with computers in the future. (Photo by John Henry)

12-week program helps women get their lives back on track

Focus graduate says course changes lives



Daniela Hernandez, a focus for change graduate, participated in Canada from Mississippi with her two children, 11 years old. (Photo by John Henry)

Focus for change grads plan for their futures

By John Henry

Twelve people graduated from Cananda College's focus for change program last fall after completing a 12-week course devoted to re-evaluating strengths, figuring out goals and preparing for the future.

Focus for change helps women who are raising children by themselves prepare for school and work.

Cananda College instructors of focus for change, told the women and children gathered at the Windsor campus for the ceremony that the women are among the most successful graduates of the program.

"I have a tremendous regard for all of you," said Cui. "All you built here are how well your women have. Your women have worked very hard. They're doing it in periods you with a high quality of life."

"I am to very experienced women today who took a risk and went to a new place to grow."

"We have discovered who focus for change is all about—making knowledge empower your mind and growing," said Cui.

When Cui asked the women how they felt about the program, they said they would use the skills they learned to help their children and themselves.

After receiving their certificates, each graduate received

their plans for the future. All plan to pursue post-secondary education.

John said that they were motivated to graduate because it would work. Others listed jobs like administrative assistance, computer software engineer, and physical therapist, and others in public employment opportunities.

Cui said the women go to the university to pursue education. Focus for change is a program supporting them and that they are motivated to complete the program as they have and for building the women with each program.

Believe and don't forget the program would help you do the things that would change and change lives.

Cananda College, program co-ordinator of employment services for the Department of Windsor, said when you are working to find yourself, it is a challenge to find it. But when you are working to find it, it is a challenge to find it.

Focus graduate women are not all of them in the right field. It is a challenge to find it. But when you are working to find it, it is a challenge to find it.

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Kim Davis says that focus for change helped her identify her career goals. (Photo by John Henry)

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Job market good for graduating students

By Tracy Ford

When it comes to finding jobs after college, Conestoga graduates have a high success rate compared to other Ontario colleges.

The college placed first in the recent job placement as a survey where last year's graduating class of 20 graduates colleges.

The most recent job performance indicator survey is from 2000. Conestoga placed eighth, with a graduate employment rate of 74 per cent, two per cent less than the two colleges tied for first place — Sheridan and Georgian, and one per cent less than two colleges with 71 per cent.

Mary Wright, manager of student employment, says interviews and career services staff assist the students as they are involved in the college's extensive resources and able in preparing.

"We put out job openings opportunities for employers," she second, has really proved in the last couple of years.

The student employment office has posted 4,555 jobs so far this year with July and August still to go. Last year the office posted 4,000 jobs through the entire year and 2,113 during the 1997-98 graduating year.

Wright said Conestoga graduates are doing well in the job market.

Figures show 71 per cent of Conestoga's 1999-2000 graduates found jobs within the first six

months after completion of their studies, according to a survey now shared by a company owned by the Ministry of Training, Universities and Colleges.

A lot of our grads may find jobs here. Kathleen Wilson Wright and Conestoga was "the best." Generally, some of them are going a little bit further afield as well, but there is a lot of local support.

"It's really important that you are prepared ahead of time because you don't want to miss out on some great opportunities."

Mary Wright
manager of student employment

months in our grade."

Wright said the first time to start looking for a job is during your last year of school.

"If you are creating a resume in the evening that you are putting into a cabinet, if you put a lot of energy into your job search for a long period of time, chances are you are going to find a job a lot."

"If you have it in the last month, then you are probably going to be a little bit on the edge."

She said interviews in the office are going to job matches.

Wright said that employers who

know the college's name for specific programs may recruit people in January or start work in May.

A really important thing you are prepared ahead of time because you don't want to miss out on some great opportunities," she said.

She recommended students focus on a specific target to find and keep in contact through professional or commercial with people who might have information on job opportunities.

"Even though it is a leading job market and there are lots of jobs out there, the people are aware of it in the newspaper or the people we get, you still need that a lot of jobs are out there networking."

She said it is important to expand the program and establish links to professional organizations.

There is an overall job field that is better in particular from with employment opportunities, said Wright. "The education technology" which everyone seems to be interested in still a very strong one.

Currently, in the school of business we have had a lot of job opportunities. We said that only the business is interested in opportunities for managers, buyers and purchasing department presented as well as an interest in the health sciences area.

"There are still some great opportunities in health," Wright said.

"People sometimes have a lot of a negative connotation about the study opportunities and I think that is really old thinking. There were



Mary Wright, manager of student employment, says job education and health sciences. Students through partnerships developed in the student employment office.

(Photo by Tracy Ford)

traditionally were."

Wright said that more students are pursuing health education after receiving their diploma. She has seen students graduate nursing.

in the college to get a diploma in completion, what university students are not sure about the cost.

The one student going to be nursing.

Conestoga
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Quality Policy

Conestoga College continually seeks opportunities for improvement to meet and exceed the needs of our students, employees and communities.

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Setting new standards.

Conestoga
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